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ABSTRACT

This document, which is intended for secondary and postsecondary administrators, coordinators, and others in Wisconsin who are responsible for seeking funding for tech prep projects, details 1996 project application guidelines for funding under Title III E of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Presented in section 1 are an overview of tech prep in Wisconsin, the seven essential element of tech prep, and Wisconsin's eight quality components for tech prep. Section 2 presents basic information about tech prep project guidelines and the application process in Wisconsin, a 1995-96 grant allocation chart for Wisconsin, detailed descriptions of each item included on the application, and the criteria used in reviewing project applications. Section 3 contains samples of the following forms/formats: funding agreement, consortium agreement, abstract form, consortium coordination form, budget format, teacher and counselor inservice activities form, and sample project activities structure. Appended are the following: definitions; lists of School-to-Work Leadership Group members, Wisconsin Cooperative Educational Services agencies, and Wisconsin technical college systems; acronyms; and sample tech prep Title III project narrative format, budget summary, project timeline, and project evaluation. (MN)

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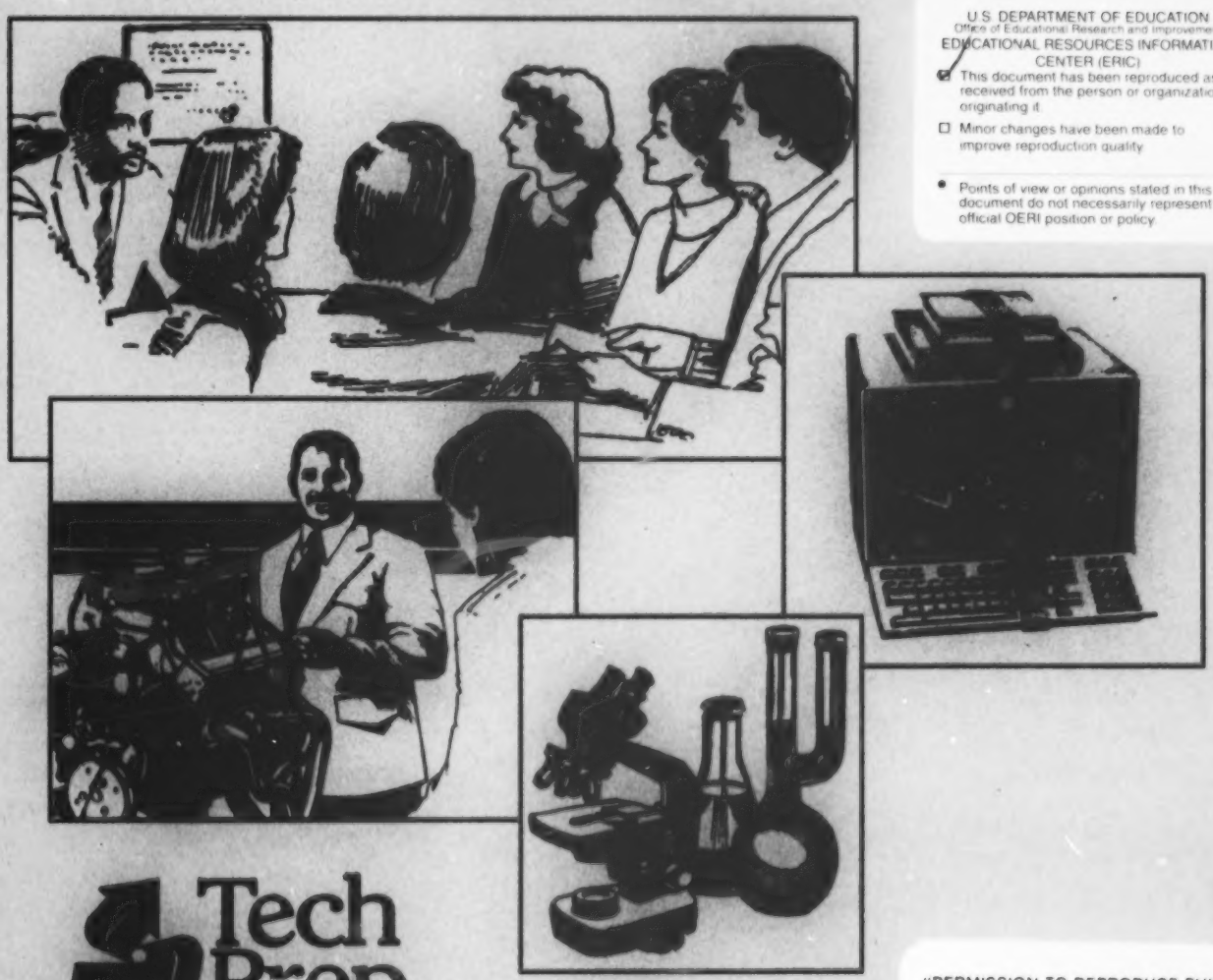
1996 Project Application Guidelines

Tech Prep Projects

Title III E of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990



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Wisconsin Department of Public Instruction
Wisconsin Technical College System Board

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Tech Prep Projects
FY 96 Application Guidelines

Title III E of the Carl D. Perkins
Vocational & Applied Technology Education Act of 1990

Application Due Date: April 3, 1995

The Wisconsin Department of Public Instruction
John T. Benson, State Superintendent
Madison, WI

Wisconsin Technical College System Board
Dwight A. York, State Director
Madison, WI

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Tech Prep WISCONSIN

Wisconsin Department of Public Instruction

Wisconsin Technical College System

University of Wisconsin System

DATE: January, 1994

TO: Secondary Co-chair, Joint Technical Preparation Council
Technical College Co-chair, Joint Technical Preparation Council
District Administrators
Wisconsin Technical College District Administrators
CESA Administrators
Local Vocational Education Coordinators
University of Wisconsin System - Office of Academic Planning

FROM: John T. Benson
State Superintendent
Wisconsin Department of Public Instruction

Dwight A. York
State Director
Wisconsin Technical College System Board

SUBJECT: Request for Applications: FY 96 Technical Preparation (Tech Prep) Projects

Enclosed is our Request for Project Applications to develop and implement Tech Prep. These proposals are due on April 3, 1995.

Both the Department of Public Instruction (DPI) and the Wisconsin Technical College System Board (WTCSB) have approved and fully endorse this opportunity to facilitate better communication and cooperation between our two systems as we serve students at both levels. We encourage you to develop thoughtful efforts to improve the school-to-work transition for students by preparing them for high skilled occupations.

Please solicit assistance from our program consultants as you proceed with the development of your application. You may contact Mary Jane Best-Louther, DPI, (608) 267-3161 or Gabrielle Banick Wacker, WTCSB, (608) 266-1724

John T. Benson
State Superintendent
Wisconsin Department of Public Instruction

Dwight A. York
State Director
Wisconsin Technical College System Board

Section I

FY '96 Tech Prep Projects

Overview of Tech Prep in Wisconsin

Introduction

Wisconsin must place more emphasis on helping all youth make a successful school-to-work transition. The William T. Grant Foundation Report, *The Forgotten Half: Non-College Youth in America*, Dr. Dale Parnell's book, *The Neglected Majority*, and the National Center on Education and the Economy's report, *America's Choice: High Skills or Low Wages!*, all document the need to break down the barriers between educational systems and the world of work by restructuring education to better prepare youth for employment, community and family roles in a global society. Consider the following:

- Approximately 50% of Wisconsin high school graduates enter a four-year college immediately after graduating. UW System reports only half complete a degree within ten years.
- 11-13% of Wisconsin high school graduates enter a technical college immediately after graduating.
- Wisconsin firms expect professional, technical and/or skilled positions to become increasingly difficult to fill as we approach the Year 2000.

Tech Prep is part of a broad educational restructuring movement whose primary concern is improving education to result in higher levels of technical and academic competence for all students.

Definition

Tech Prep education programs consist of the last two years or four years of secondary school preceding graduation (two plus two or four plus two) and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

Tech Prep implementation is defined by the state of Wisconsin as:

- cooperation between K-12 schools, technical colleges, universities, and the business, labor, and community to develop and utilize
- integrated/applied academic and technical curriculums which provide
- a coherent sequence of courses and experiences designed to provide high school graduates with a more technically oriented background leading toward
- successful transition from school to technical education.

Tech Prep Plan

This year represents the second year of the 1994-96 two-year plan for the use of Carl D. Perkins Vocational and Applied Technology Act of 1990 funds. Consequently, modifications of your current 1994-95 plan are required as well as identifying goals for 1995-96. Specific objectives for achieving the goals are required for 1995-96.

As consortiums modify their plans and goals for 1994-96, three federal and state elements must be addressed. These include:

(1) the definition of Tech Prep and the four implementation points listed.
(2) all Seven Essential Elements of Tech Prep as prescribed in the Carl D. Perkins Vocational and Applied Technology Act (see page 4).
(3) the Quality Components for Tech Prep.

The following guidelines are provided to help consortiums through a strategic planning process with their Joint Technical Preparation Council that will incorporate three federal and state elements.

- assess the progress made to date on the goals, objectives and activities which were the focus of the Tech Prep Consortium; identify areas of need that were not addressed adequately during this period.
- conduct a needs assessment of high schools and the technical college in the consortium to determine the status of Tech Prep implementation and future needs based on the activities prescribed in the "Seven Essential Elements for Tech Prep." (see page 4)
- update project goals based on progress to date, consortium needs and directions within each of the "Seven Essential Elements of Tech Prep" and Wisconsin's Quality Components for Tech Prep.
- develop/modify the second year of the Tech Prep Plan for achieving goals based on the federal definition of Tech Prep, the Seven Essential Elements of Tech Prep and Wisconsin's Quality Components for Tech Prep

These elements should remain the basis of your 1994-96 plan for Tech Prep Title III E and drive all local activities funded through the federal Carl Perkins legislation.

The Seven Essential Elements Of Tech Prep

For Federal Funding Under Title III E Of The Carl Perkins Act

Title III E of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets aside funds for the development of Tech Prep. The purposes of those funds are prescribed in the seven elements listed below.

1. Articulation Agreements

Each grant recipient shall use amounts provided under the grant to develop and operate a two plus two or a four plus two-year Tech Prep education program. Any such program shall be carried out under an articulation agreement between the participants in the consortium. The term "articulation agreement" means a commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to competencies in a Tech Prep education program.

Discussion:

Articulation is the alignment of ninth through 14th grade curriculum. It is a coordinated linkage of educational systems within our statewide community to help students make a smooth transition from one level to another.

Characteristics of effective articulation:

- As a process....it is the coordination of policies and practices between educational systems to produce a smooth flow of students from one to another;

- As an attitude....it is the willingness of educators in all sectors to jointly promote and enhance the development of student centered programs, and;

- As a goal....it is the creation of an educational system without artificial divisions, so that a student's whole educational experience becomes one unbroken flow, varying in speed for each individual, and eliminating loss of credit transfer, delays and unnecessary duplication of learning. (Taken from the *Advising Handbook for Technical Careers* developed by Madison Area Technical College/K-12 Public School District Tech Prep Consortium, Madison, WI.)

2. Appropriate Structure

Tech Prep consists of the last two years, or all four years of secondary school preceding graduation and two years of post secondary education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

Discussion:

Curriculum maps are being developed between technical colleges and high schools to show students which courses they should take in high school to prepare for technical college programs. In addition, career majors will be developed by restructuring the coherent sequence of courses identified in Tech Prep curriculum maps. Majors will include a work-based learning component linked to industry standards and will prepare students for employment in broad occupational clusters or industry sectors. (Taken from the *Advising Handbook for Technical Careers* developed by Madison Area Technical College/K-12 Public School District Tech Prep Consortium, Madison, WI.)

3. Curriculum Development

Curriculum development includes the development of Tech Prep education program curricula appropriate to the needs of the consortium participants. The term "Tech Prep education program" means a combined secondary and post secondary program which:

A. leads to an associate degree or two year certificate;
B. provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;
C. builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and,
D. leads to placement in employment.

The teaching-learning paradigm that underlies Tech Prep embraces the notion that all students can achieve higher levels of competence than was formerly thought possible in almost any area they choose. However, to achieve higher levels requires changes in teacher behaviors from dispensers of knowledge and grades to facilitators of successful learning experiences for all students. In addition, academic subject matter must be examined and updated to ensure that all content has abundant application to the real world. Integration between disciplines must occur so that students are better able to make intellectual connections between what they learn in various courses. Vocational-technical courses also require revision and expansion to provide more opportunities for students of both the secondary and post secondary levels to become aware of the variety of technical courses and choices which are available to them. Additionally, vocational-technical courses need to require and reinforce academic competencies.

Discussion:

Tech Prep requires that curriculum be integrated and applied. Some areas to consider when developing curriculum are:

- Reorganizing the curriculum by themes and concepts, across disciplines and grade levels;
- Engaging students more actively in learning;
- Encouraging students to apply their knowledge to real-life situations;
- Promoting cooperative learning among students and faculty alike and;
- Promoting curriculum development that allows students to use a variety of learning styles not immediately evident in traditional education. (Taken from the *Advising Handbook for Technical Careers* developed by Madison Area Technical College/K-12 Public School District Tech Prep Consortium, Madison, WI.)

Characteristics of effective integrated and applied curriculum:

Applied Courses have:

- high academic and occupational standards for all students
- common curriculum for all students
- will not block a student from seeking any post secondary option

Integrated Courses have:

- academic and vocational/technical content connected
- knowledge and skills that help students make connections and reinforce the link between academic and vocational technical content
- based on emerging content standards and SCANS competencies
- the best of both (all) disciplines

4. Joint In-Service Training for Teachers:

Joint in-service training for teachers includes training that:

A. is designed to train teachers to effectively implement Tech Prep education curricula;
B. provides for joint training for teachers from all participants in the consortium; and,
C. may provide such training in weekend, evening, and summer sessions, institutes or workshops.

Discussion:

Faculty will need extensive staff development opportunities to facilitate Tech Prep. Attention should be given to connecting consortium-wide staff development activities with the state Tech Prep and School-To-Work initiatives. Staff, administration, students, parents, and the community should be receiving the same message. Learning to teach and evaluate student achievement in a performance-based environment conducive to higher order thinking skills is a substantial challenge.

5. Counselor Training

Counselor training includes programs for counselors designed to enable counselors to more effectively:

A. recruit students for Tech Prep education programs;
B. ensure that such students successfully complete such programs; and
C. ensure that such students are placed in appropriate employment.

Discussion:

Counselors as well as teachers are a critical link to students' future career planning. It is imperative that counselors and teachers have up-to-date career information. A successful school-to-work transition depends on a comprehensive developmental guidance model that recognizes all students pass through specific stages as they mature. What happens or fails to happen at each developmental stage affects the individual's attitude toward learning, attainment of career goals, and feelings regarding self, society, family, and career. Career awareness begins in the elementary years, and continues throughout the student's educational experience. Students need exposure to multiple opportunities for career exploration, like job shadowing, cooperative experiences and mentoring, as their education progresses. In addition,

for good career planning they need opportunities to self-assess their interests and abilities, while developing appropriate curriculum maps focused on a viable employment area.

The Wisconsin Developmental Guidance Model (WDGM) is designed to be a framework which integrates the multiple guidance services provided by counselors, other school staff, parents, business and industry representatives, and community members. The WDGM simultaneously illustrates 1) developmental learning, personal/social, and career-planning needs, 2) types of student competencies that must be attained to meet those needs, 3) possible providers and resources, 4) suggested activities, and 5) levels of resource organization and management required for comprehensive school guidance programming.

6. Equal Access For Special Populations

Tech Prep programs must provide equal access to the full range of Tech Prep education programs to individuals who are members of special populations, including the development of Tech Prep education program and support services appropriate to the needs of such individuals.

Discussion:

Educators responsible for implementing Tech Prep must be careful to ensure that it is capable of serving all students. **Equal Access** means that there is a proportional incidence of special populations enrolled in, and successfully completing all of the elements associated with Tech Prep. Achieving this goal will typically require: proactive involvement, recruitment, related services, assistive technology, and, other supplemental aids. The percentage of special populations benefiting by each element should at least be equal to their incidence in the total high school population. This includes ensuring the enrollment and successful completion of all of the elements associated with Tech Prep by a proportional incidence of students of color (a member of any of the following: 1) A Black, 2) A Hispanic, 3) An American Indian, 4) An Eskimo, 5) An Aleut, 6) A Native Hawaiian, 7) An Asian-Indian, or 8) A person of Asian-Pacific origin (Reference s. 560.036, Wis. Stats.)) Technical colleges and high schools must compare the number of special population students served to enrollment and completion data to determine whether equitable participation is being achieved. Significant progress should be made each year until this goal is met.

7. Preparatory Services

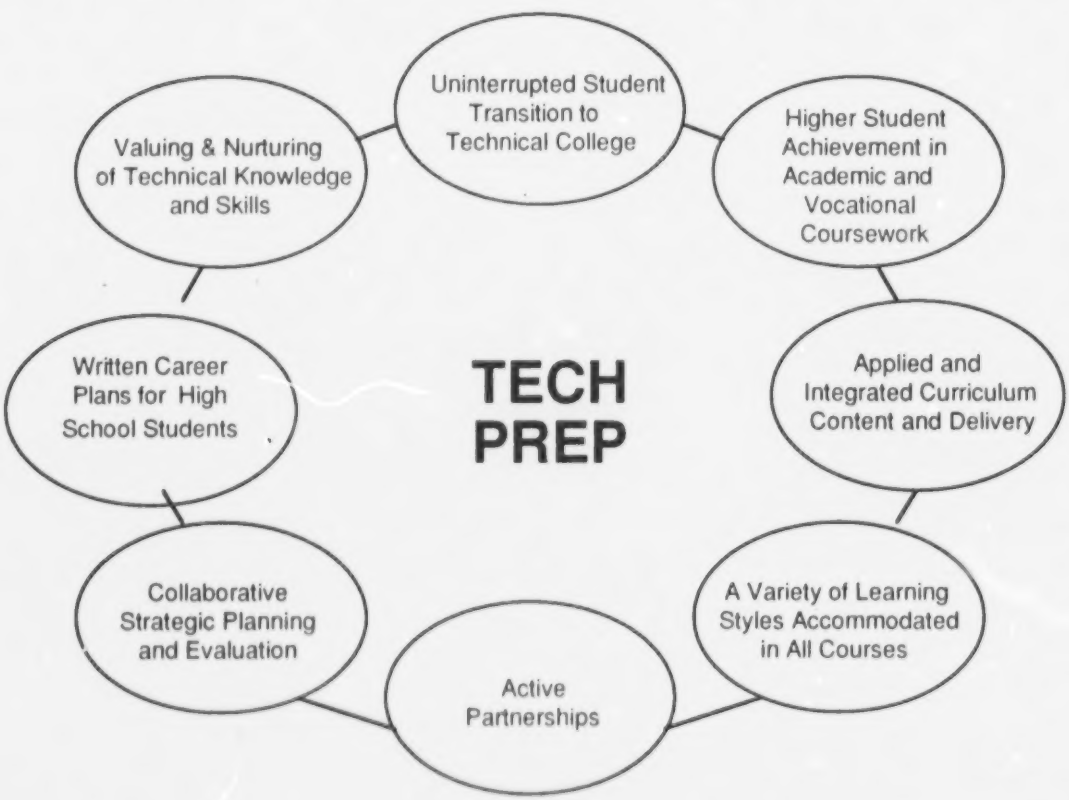
Tech Prep programs must provide for preparatory services which assist all populations to participate in Tech Prep education programs. The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program such as:

A. services, programs, or activities related to outreach to or recruitment of potential vocational education students;
B. career counseling and personal counseling;
C. vocational assessment and testing; and
D. other appropriate services, programs, or activities.

Wisconsin's Quality Components For Tech Prep

While Tech Prep implementation differs from one school to another, state and local Tech Prep leaders in Wisconsin have identified eight quality components of a successful Tech Prep program. These components represent the statewide directions for Tech Prep and serve as a guide to local districts, technical colleges and Tech Prep consortiums as they develop FY '96 goals and activities. Although the degree to which each quality component is addressed will vary between consortiums, all consortiums are expected to address each quality component in their FY '96 proposals. (A full description of the quality components is found on the next page.)

Five of the quality components are student-based and three are school-based. These Quality Components serve as a guide for local Tech Prep consortium activities and objectives. Wisconsin's Quality Components for Tech Prep are derived from the Seven Essential Elements of Tech Prep prescribed in federal legislation and incorporate concepts from other educational initiatives.


Uninterrupted Student Transition to Technical College
Higher Student Achievement in Academic and Vocational Coursework
Applied and Integrated Curriculum Content and Delivery
A Variety of Learning Styles Accommodated in All Courses
Active Partnerships
Collaborative Strategic Planning and Evaluation
Written Career Plans for High School Students
Valuing & Nurturing of Technical Knowledge and Skills
TECH PREP

Wisconsin's Quality Components for Tech Prep

Student-Based Indicators:

A. Students demonstrate higher levels of achievement in math, science and communications and increased technical competence.

B. Students have written plans throughout high school with career goals and strategies to achieve them and leave high school with plans for education and work.

C. Students experience learning activities appropriate to their individual learning style and motivation and based on authentic life and work tasks.

D. Students experience an educational and social environment that values, nurtures and rewards technical knowledge and skills.

E. Students experience and succeed in an uninterrupted continuum of learning and experiences that complement their career plans.

School-Based Indicators:

F. Curriculum content and delivery is integrated and applied (i.e., focuses on authentic tasks).

G. Partnerships exist between K-12 schools, technical colleges, 4-year colleges and universities, business, labor, parents and the community.

H. Strategic planning and evaluation mechanisms exist within and between each high school, the technical college and the local Tech Prep consortium.

Section II

FY '96 Tech Prep Projects
Guidelines for Annual Plans

Tech Prep Project Guidelines and Request for Project Applications

Title: Tech Prep Title III E Projects

Purpose/Goal: This effort is to develop and implement competency-based Tech Prep offerings that provide secondary students with an improved opportunity to make a smooth school-to-work transition and prepare for high-skilled technical occupations.

Project Funding Availability: The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, Title III, Part E, authorized federal funding for developing and implementing Tech Prep Education Programs. Approximately $2.1 million has been allocated to Wisconsin.

Of the Wisconsin allocation, $1.72 million has been set aside for local projects and the remaining moneys are allocated for statewide coordination, dissemination and professional development. One project will be awarded to each local Consortium based upon submission of an application which meets the criteria outlined in this Request for Project Applications.

Each Consortium may receive a basic development and implementation grant of $70,000. In addition, a total of $600,000 for joint staff development may be awarded to the Consortia based on the Grant Allocation Chart contained herein. Budgets will be reimbursed 100%; local match is not required.

Funding Period: July 1, 1995-June 30, 1996

Application Process: **Eligible Applicants:** For purposes of this Request for Project Applications, a Consortium is defined as consisting of one technical college district and the K-12 school districts within its boundaries. For all applications, the technical college district will be the Fiscal Agent. Only one application per Consortium will be accepted.

Timetable:

Guidelines Released: January, 1995
Applications Due: Postmarked April 3, 1995
Applications Submitted to CESAs, Joint Technical Preparation Councils, Education for Employment Councils, School-To-Work Partnerships, JTPA Service Delivery Areas, and Private Industry Councils: April 3, 1995
Negotiation Period for Title III E Projects: April 3-June 30, 1995
Notification to Applicants of Grant Awards (Pending Any Required Modifications): July, 1995
Submit 6 unbound copies: 3 to DPI, 3 to WTCSB (and an addendum of your strategic plan, if appropriate) **-no 3-ring binder notebooks- to:**

Vicki J. Poole, Director
Office of School-to-Work
Department of Public Instruction
125 South Webster,
P.O. Box 7841
Madison, WI 53707-7841

Debbie Mahaffey, Director
Bureau of Student and Support Services
Wisc. Technical College System Board
310 Price Place, P.O. Box 7874
Madison, WI 53707-7874

Questions on the Request for Proposals should be directed to Gabrielle Banick Wacker, WTCSB, (608) 266-1724 or Mary Thompson Haynes, DPI, (608) 267-3724.

1995-96 Grant Allocation Chart

Fiscal Agent	Basic Grant	Estimated Formula Allocation*	Total
Blackhawk	$70,000	21,780	$91,780
Chippewa Valley	70,000	43,500	113,500
Fox Valley	70,000	44,130	114,130
Gateway	70,000	33,630	103,630
Lakeshore	70,000	23,880	93,880
Madison	70,000	63,420	133,420
Mid-State	70,000	19,440	89,440
Milwaukee	70,000	70,050	140,050
Moraine Park	70,000	34,530	104,530
Nicolet	70,000	13,290	83,290
Northcentral	70,000	33,090	103,090
Northeast	70,000	47,010	117,010
Southwest	70,000	32,730	102,730
Waukesha	70,000	30,780	100,780
Western	70,000	34,110	104,110
WI Indianhead	70,000	54,630	124,630
Totals	**$1,120,000**	**$600,000**	**$1,720,000**

* Formula Allocation funds are to be used exclusively for joint staff development activities and must address the Required Project Activities relative to staff development.

Formula Allocation amounts are determined on the basis of numbers of 10th grade students enrolled in high school within the technical college district and numbers of secondary schools within the WTC district.

State Agency Rights & Responsibilities:

• The Department of Public Instruction (DPI) and the Wisconsin Technical College System Board(WTCSB) reserve the right to reject any proposal which does not meet the specifications of the Request for Project Applications (RFP) or if funds should be limited for any reason.

• The DPI and the WTCSB are the final approving authority for all reports and products occurring as integral parts of any funding agreement resulting from these applications.

• One copy of each application will be retained in the files of the DPI and the WTCSB. All other copies will be destroyed unless the applicant explicitly requests the return of the applications and sends a prepaid mailing envelope.

• The applicant understands and agrees to the following conditions:
—The DPI and the WTCSB assume rights to all materials or products developed in this project.
—The DPI and the WTCSB assume the right to approve all program, budget and staff changes.
—Either party may prematurely terminate this project should funds become unavailable or unsatisfactory progress be witnessed and documented.
—Development and completion of project documents will follow formats, procedures and guidelines established by DPI and the WTCSB.

Application Assurances:

• Programming for Equal Access Criteria:
—The application, as well as all written and/or audiovisual materials produced, shall be gender fair in word, image and reference.
—Equal and fair consideration of all populations, regardless of race, sex, age, religion, sexual orientation, handicap or national origin, shall be given in the selection of project personnel, advisory or steering committee members and in other activities operated as part of the project.
—Each consortium will furnish relevant training and vocational education activities to males and females who desire to enter occupations that are not traditionally associated with their gender.
—Assurances of equal access for members of special populations will be provided as stated in the Carl D. Perkins Vocational and Applied Technology Education Act.

• The application is signed by the secondary and post secondary Joint Technical Preparation Council co-chairs and the WTC district director, who have been duly authorized to submit the application for and on behalf of the Consortium and to act as the Consortium's representative in connection with the application.

• The activities and programs to be performed under this grant will be used to supplement services and not supplant funds.

- State Vocational Education Plan Criteria:

—The applicant agrees to keep records and to provide information to the U.S. Department of Education and to the DPI as may be required for reporting, fiscal, audit or annual evaluation and to provide the DPI with information concerning compliance with provisions of the law and regulations.

—The project will be operated in compliance with Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act, in accordance with appropriate federal regulations, state law, civil rights and antidiscrimination laws, and with policies and administrative issuances by the DPI and WTCSB.

Coordination Criteria:

All projects must be submitted for review and comment to appropriate area CESA's, Joint Technical Preparation Councils, Education for Employment Councils, School-To-Work Partnerships, JTPA Service Delivery Areas, and Private Industry Council policy and administrative groups prior to grant award. Indicate in the "Coordination Effort" section of the application (see #4 under Application Instructions) narrative how the consortium will coordinate Tech Prep Carl Perkins Title III E and Title II C resources and activities for FY '96.

Application Instructions:

All applications must be on one side of standard 8 1 /2" x 11", unruled, white paper. The application must be double-spaced, with the narrative not exceeding ten pages.

Submit six unbound copies of the application (3 to DPI, 3 to WTCSB) (not 3-ring binders) to the addresses listed on page 12. Include **all** of the following sections assembled in the following sequence with appropriate page numbers. Number all pages. Refer to this section of this document for sample forms and formats.

Outline of Application

1. Funding Agreement Form A, Page 24
2. Consortium Agreement Form B, Page 25
3. Project Abstract Form C, page 26
4. Coordination Effort Form D, page 27
5. Budget Form E, page 28
6. Goals FY 1995-96
   a. Goals
   b. Tech Prep Plan for Achieving Goals (1995-96)
   c. Objectives (1995-96)
   d. Coordination
   e. Timeline (1995-96)
7. Teacher and Counselor Inservice Activities Form F, page 29
8. Sample Project Activities Structure Form G, page 33
9. Debarment Certification, page 30-31
10. Anti-Lobbying Disclosure and Certification, page 32

BEST COPY AVAILABLE

Required Project Activities:

Each application must include all of the following planning activities:

- A plan for the implementation of Tech Prep identifying the ways in which consortiums will incorporate the "Seven Essential Elements of Tech Prep" and Wisconsin's Quality Components for Tech Prep.
- A project activities structure for the plan (use the sample on page 50 as a guide).
- Assessment by the Joint Technical Preparation Council of consortium's achievement of goals to date.
- Description of the procedures used by the Joint Technical Preparation Council to determine project goals and a plan for the Council's assessment and projection of project goals at mid-year and year-end.
- Indication of how project goals address each of the "Seven Essential Elements" and Wisconsin's Quality Components for Tech Prep.
- Coordination of project planning and activities with local University System Campuses within consortium boundaries.
- Attendance and participation at state-called workshops, seminars and/or advisory committee meetings, including School-To-Work Leadership Group meetings.
- Each project must adhere to the Stevens Amendment Disclosure. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees, including but not limited to state and local governments, shall clearly state:
- The percentage of the total cost of the program or project which will be financed with federal money; and
- The dollar amount of federal funds awarded to the project or program.

Description of Application Contents

1. Funding Agreement for FY 96 Tech Prep Projects

This page constitutes the cover page of the application. No other cover page should precede it; the consortium agreement should directly follow it.

All copies of the Funding Agreements must bear the original signature of the Technical College Director/President and the Co-Chairs of the Joint Technical Preparation Council.

2. Consortium Agreement

Use this form to list all relevant information by participating agency. Signatures are not required.

3. Consortium Coordination

This form documents for DPI that the project application was made available for review and comment by various interested parties (e.g., CESA, JTPA, Education for Employment, School-To-Work Partnerships, etc.).

4. Project Abstract

The abstract should provide a concise summary of the proposed project, including all essential information needed to understand the general dimensions of the project, and **must not exceed one page.** It will be used in informational publications.

5. Budget

All budgets must be itemized under five categories. Authorized categories are: (a) Salaries; (b) Contractual Services; (c) Materials and Supplies; (d) Travel; and (e) Other Related Expenses. At a minimum, every budget must utilize the following columns: **Federal Funds Requested** (broken out by Basic Grant and Formula Allocation amounts), and **Total Budget**. All budget amounts should be rounded up to the nearest whole dollar. Projects will be funded at 100 percent. Explanations for each of the five budget categories follow:

a. Salaries—include projected expenditures for the salaries, release time costs, summer contracts, stipends, sub-pay, etc., for secondary/post secondary teachers and counseling staffs to engage in joint curriculum, staff and/or outreach and recruitment plan development. Identify numbers of staff and corresponding costs by secondary and post secondary. Given the need to ensure these funds focus on development and implementation, no coordinator/administrator salary costs are allowed.

   Curriculum specialist is an allowable expenditure. The curriculum specialist should focus on curriculum development, working with secondary and technical college teachers and counselors to develop articulated Tech Prep partnerships. This person facilitates teacher-to-teacher efforts and staff development. **When funds are requested, a curriculum specialist position description must be included with the Title III E application.**

b. Contractual Services—Include anticipated expenditures for service(s) to be rendered through contractual agreements with an individual or agency. (These are subcontracted services, which are written under a separate agreement by the funded agency.) The costs are budgeted to offset expenses for providing services not usually within the capabilities of the funded agency.

Consultant travel, lodging and per diem **must** be shown here and not under the Travel category. Items rented for use during the term of a funding agreement are considered to be a contractual service.

c. Materials and Supplies—Include anticipated expenditures for materials and supplies required to conduct the project. Only expenses in excess of regular agency operational costs **and** necessary to conduct the project should be shown. Costs must be itemized.

d. Travel—Include anticipated travel and meal costs for secondary/post secondary teachers and counselors to engage in joint activity and/or state-called meetings. **Project director, administrator, and curriculum specialist** travel costs for state-called meetings may be included. The maximum allowable cost for out of state travel is $4,000. Consultant travel and lodging shall be shown under the Consultant Services category. Include sufficient funds to cover a minimum of four state-called meetings.

e. Other Related Expenses—This category provides for anticipated expenditures which cannot be itemized elsewhere in the proposed budget. Items in this category must be directly related to project objectives. Indirect costs are limited to the greater of the actual restricted indirect cost rate or 8% of the total federal funds requested. Indirect costs may only be taken out of the basic grand allocation. All expenditures must comply with local school district or technical college policy.

6. Other Requirements of Federal Title III E Funds:

a. If inservice activities are funded through this grant, funds may only be used to fund inservice for grade 9-14 teachers for the purpose of effectively implementing Tech Prep Education criteria

b. With regard to funding curriculum alignment and development activities, funds may not be used to support activities dealing with transcripted or advanced standing credit or career mapping as the primary goal. Rather, goals and objectives may reflect development of a two plus two or four plus four sequence of courses with a common core of required proficiency in mathematics, science, communications, and the technologies designed to lead to an associate degree or certificate in a specific career field.

Nonallowable items include:

(1) Alterations to or renovation of buildings
(2) Construction of buildings or purchase of land
(3) Purchase of standard office furniture, desk sets, etc.
(4) Entertainment
(5) Dues to organizations, federations, or societies
(6) Contingency or "petty cash" fund
(7) Tuition reimbursement (unless under exceptional circumstances fully justified in the application and instructions for narrative plan approved by DPI)
(8) Coordinator/administrator salary costs and benefits

7. Narrative Description of the Project

Instructions for narrative plan modifications/update: **line through deleted material and shade additions.**

a. Goals--List the goals in this section that were identified by your Joint Technical Preparation Council in the consortium's 1995-96 Tech Prep Plan. Each goal must be accompanied by the following information:

(1) progress made to date toward goal
(2) progress anticipated at mid-year (by 12/31/95) and at year-end (6/30/96)

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(3) Essential Element(s) addressed by each goal. All seven Essential Elements must be addressed through project goals, however, several elements may be addressed by the same goals.
(4) quality component(s) addressed by each goal. All quality components must be addressed through the project, however, consortium's may choose to emphasize certain quality components over others.

In a section after the Goals, briefly describe:
(1) the procedures used by Joint Technical Preparation Council to determine project goals and
(2) the plan for the Joint Technical Preparation Council's assessment of project goals at mid-year and year-end.

b. Objectives—Like the goals, each objective should demonstrate progress made toward achieving one or more of the Essential Elements and quality components. Each objective must: (1) relate to one or more quality component(s), (2) be stated in measurable terms, and (3) contain the following elements: (a) target audience (staff, student); (b) precise outcomes or progress expected; (c) the conditions (e.g., time and place) under which the outcomes are to be attained.

State each objective in action format, followed by a description of who will accomplish it; activities or how it will be accomplished, and the products or deliverables of the objective.

In addition, each objective must describe specific support services, activities and products designed to:
— Ensure the success of special populations and students of color
— Ensure gender equity
— Involve business, industry and labor
— Ensure joint development and participation by secondary/post secondary personnel

c. Coordination

State how the consortium is coordinating Tech Prep Carl Perkins Title III E and Title II C resources and activities for FY '96. Also describe how you are coordinating or plan to coordinate with other school-to-work initiatives.

d. Timeline

The timeline should indicate start and end dates as appropriate, indicating on-going activities and relate to each project objective. A sample project timeline is included in Section IV.

7. Teacher and Counselor Inservice Activities

8. Tech Prep Plan Evaluation

9. Debarment Certification

10. Anti-Lobbying Disclosure and Certification

Criteria for Reviewing Project Applications

Funding will be determined annually based upon achieving stated objectives, joint state agency monitoring/review and other federal and/or state requirements. Project applications are not to exceed ten pages in length and are to include only those goals, objectives and activities to be funded through Carl Perkins Title III E funds. Please note: the project application should not represent the strategic plan of the consortium; rather, it should include those goals, objectives and activities that contribute to implementation of the strategic plan. Project applications may be accompanied by the entire strategic plan included in an appendix to the document. The following criteria will be used to evaluate all project applications:

- The application meets the requirements of P.L. 101-392, Carl D. Perkins Vocational and Applied Technology Education Act and the assurances set forth in these 1996 Project Application Guidelines. Title IIIE funds are targeted for 9-14 grade teachers and students and must reflect development of a two plus two or four plus two coherent sequence of courses with a common core of required proficiency in mathematics, science, communications, and the technologies designed to lead to an associate degree or certificate in a specific career field.

- The application must address the Seven Essential Elements of Tech Prep and Wisconsin's Quality Components for Tech Prep outlined in the Guidelines.

- The project application must address special populations, students of color and gender equity issues/needs.

- All project applications will be reviewed by a team of representatives from WTCSB, DPI, the UW System and local practitioners.

Review Criteria:

1. Goals/Objectives - clearly written; coherent; based on the consortium's strategic direction

2. Progress Toward Goals - project application must include Joint Technical Preparation Council's assessment of goals describing:

    a. progress made to date

    b. anticipated progress at mid-year

    c. anticipated progress at year-end

3. Evaluation and Achievement of Stated Objectives

4. Seven Essential Elements and Tech Prep Quality Components - must be addressed in project application

5. Strategies for Special Population/Students of Color Achievement

6. Strategies for Gender Equity Achievement

7. Timeline

8. Budget - proportionate costs for all budget items; sufficient curriculum specialist time; travel (particularly out-of-state) funded in an equitable manner between secondary and post secondary representatives

9. Coordination and Joint Planning - coordination and joint planning with CESA activities and/or other Title IIC consortiums, Education for Employment, School-To-Work Opportunities Act and other related initiatives; involvement of four-year colleges and universities; evidence that the Joint Technical Preparation Council networks with local high school and technical college teams

10. Joint Staff Development and Inservice

11. Commitment to attend state-called workshops, technical assistance sessions and other Tech Prep related meetings

12. Commitment to facilitate implementation of the Wisconsin Educational Goals, Outcomes and Assessment System through integrated and applied curriculum development

Upon review of the project application those not meeting the intent of the RFP will be required to negotiate changes necessary to gain final approval.

Section III

FY '96 Tech Prep Projects
Application Forms and Formats

Funding Agreement

As representative of the fiscal agent and on behalf of participating agencies, compliance with the following state and federal regulations is assured.

1. Maintenance and auditing of records in such a way as to avoid commingling of VEA and other state or federal funds,
2. Submission of necessary reports, and
3. Certification that the information contained in this proposal was reviewed prior to submission and is true and correct to the best of our knowledge.
4. Application Assurances as noted in the **1996 Project Application Guidelines.**

WTCS District Name	
District Director/President Signature	Date *Mo./Day/Yr.*
Secondary Co-Chair, Joint Technical Preparation Council/Signature	Date *Mo./Day/Yr.*
Technical College Co-Chair, Joint Technical Preparation Council/Signature	Date *Mo./Day/Yr.*

Project Director

Name	
School	Phone Number

The Secondary and Post secondary School-To-Work Leadership Group (STWLG) Representatives are:

Secondary (K-12)

Name	
School	Phone Number

Secondary (CESA)

Name	
School	Phone Number

Post secondary

Name	
School	Phone Number

Form A
(Sample)

Consortium Agreement

Each Agency designated below certifies . . . . that to the best of their knowledge the information contained in this application is correct and complete; that the Agency represented has authorized participation in this project; that all participating agencies have entered into an agreement concerning the final disposition of materials purchased with federal funds; that the operating agency is authorized to administer this project; and that all participating agencies will meet the Application Assurances listed in the 1996 Project Application Guidelines (if applying to receive federal funds).

Instructions: Fill in the blanks with the names of all participating agencies (public and private), agency administrator name, and LVEC, local designee, or Project Coordinator name. For agencies with no such staff, leave blank.

Participating Agency	Agency Administrator	Program Contact Person

Use additional sheets as necessary.

Form B
(Sample)

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Abstract

Consortium Name _____

Goals:

Objectives:

Anticipated FY 1996 Outcomes:

Note: The Abstract must be kept to one page.

Form C
(Sample)

Consortium Coordination

Part A

Consortium Fiscal Agent _____

All project applications must be made available for review and comment by interested parties, including the appropriate administrative entity/entities under the JTPA, and area Education for Employment Councils and School-to-Work Partnerships.

Coordination Area	Date Application Sent	Date Comments Received (If any)
CESA # - (Include all CESAs in Consortium boundaries)		
Education for Employment Council (each K-12 district)		
School-to-Work Partnerships (submit to fiscal agent)		
SDA-PIC Council		

If the submit comments on a project application within thirty (30) days, these comments must be attached and forwarded to DPI by June 9, 1995.

Part B

❒ No comments were received on this application from the CESA.

❒ No comments were received on this application from the Education for Employment Council (each K-12 district)

❒ No comments were received on this application from the SDA-PIC Council

❒ No comments were received on this application from the School-to-Work Partnerships

Part C

❒ Comments received and attached.

Form D
(Sample)

Budget Format

Fiscal Agent _____

Budget Category	Col. 1 Federal Funds Requested		Col. 2
	Basic Grant	Formula Allocation	Total
SALARIES			
CONTRACTUAL SERVICES			
MATERIALS/SUPPLIES			
TRAVEL			
OTHER RELATED			
TOTAL			

Form E
(Sample)

TEACHER AND COUNSELOR INSERVICE ACTIVITIES

Complete the chart below to describe the major staff development programs planned between July 1, 1995 and June 30, 1996. Staff development includes any learning activity, regardless of the number of participants, that enhances individuals' ability to effectively implement Tech Prep.

Date	Type of Activity	Number of Schools	Number of Teachers/ Counselors	Positions of Staff	Outcomes	Quality Component(s) Addressed	Consortium Goal(s) Addressed

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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV. 12/88), which is obsolete)

INSTRUCTIONS FOR COMPLETION OF SF-LLL DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filling, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number of grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation to Bid (FB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

   (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate box(es). check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget Paperwork Reduction Project (0348-0046), Washington, D.C. 20503

Certification Regarding Lobbying For Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U.S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements; and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the State Board relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization Name Number or Project Name

Name and Title of Authorized Representative

Signature Date

ED 80-0008 12/89

Sample Project Activities Structure

Activities/ Objectives Number	Outcome	Methods, Instruments, etc.	Person(s) Responsible

Form G

Section IV

FY '96 Tech Prep Projects

Appendices

Appendix A

Definitions

Anti-Lobbying Disclosure and Certification:
Certification that lobbying activities have not and will not be supported with federal funds administered by the State Board. Any applicant for or recipient of Federal funds in excess of $100,000 that is administered by the State Board shall submit to the Board a "Certification Regarding Lobbying for Grants and Cooperative Agreements," ED 80-0008, signed by an authorized representative of the applicant or recipient. The Form shall be submitted with any application for funds in excess of $100,000; or, in the case where the application is for less than $100,000, within 10 days of recipient of an award letter in excess of $100,000. Any recipient of Federal funds from the Board that makes a sub-grant in excess of $100,000 shall require the sub-grantee to submit to itself (the recipient) Form Ed 80-0008 signed by an authorized representative of the sub-grantee within ten days of the recipient notifying the sub-grantee of the award.

Applied Teaching:
The strategies which teachers use to enable learners to recognize and use concepts, contents and/or processes in authentic job "real world" tasks. Examples are reorganizing the curriculum by themes and concepts, across disciplines and grade levels; encouraging students to apply their knowledge in "real world" activities; tasks which recognize and value students' various learning styles.

Articulation Agreement:
A written agreement or a system wide written policy which links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credits.

Authentic Task:
Learning activities that replicate or simulate tasks in the world outside of school.

Career Major:
A coherent sequence of courses or field of study that prepares a student for a first job and that:
A) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and post secondary educational institutions;
B) prepares the student for employment in a broad occupational cluster or industry sector;
C) typically includes at least two years or all four years of secondary education and at least one or two years of post secondary education;
D) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;
E) results in the award of:

- a high school diploma or its equivalent, such as a general equivalency diploma (GED), or
- an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;
- a certificate or diploma recognizing successful completion of two years of post secondary education (if appropriate); and
- a skill certificate; and

F) may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a two or four year college or university.

Note: Some career major components are under development. Local partnerships are not expected to implement all components during 1995-96.

Career Plan:
Documentation maintained by each student providing evidence that students have systematically explored their interests and aptitudes and are using knowledge of self and work as a basis for post-school goal setting and educational planning.

Curriculum Map:
An educational planning document which identifies a coherent sequence of secondary and post secondary courses and experiences that lead to completion of a post secondary education program.

Debarment Certification:
All applicants submitting applications for funds or other considerations under a Federal nonprocurement program shall also submit a signed and dated copy of ED Form 80-0014, 9/90, "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions". This certification shall be submitted with the first application submitted under any covered Federal program for funding for a fiscal year. An applicant only needs to submit one certification for a covered program per year. (Reference WTCSB Administrative Bulletin 92-05 dated January 21, 1992.)

An applicant that enters into a transaction with the State Board or any other participant shall not itself knowingly enter into a secondary transaction in which it is the grantor or controlling party if it knows that the applicant or grantee is currently debarred, etc.; e.g., a district which receives a grant award may not subcontract with a third party that it knows to be disbarred, etc.

Any participant that receives a grant award or other consideration and itself enters into a transaction or issues a notice for applications must provide the participant(s) or potential participants respectively with a copy of this certificate; i.e., grantees are responsible for obtaining certifications from sub-grantees.

Funded participants (applicants) may rely upon signed certifications from potential participants (applicants) as proof that they are not currently disbarred, etc. Applicants and other potential participants are to submit to the administering party a certification for every Act under which they are applying for funds. Such certifications are to be submitted annually along with the annual application(s).

The administering party may not require a participant to determine the eligibility of its own principals; that is the responsibility of the certifying participant.

If the administering party makes an award to an applicant that it knows to be disbarred, etc., the administering party is itself open to disbarment, etc., for such action.

Equitable Participation:
Proportional incidence of special populations enrolled in, and successfully completing all of the elements associated with Tech Prep. Achieving equitable participation typically requires "affirmative action", "recruitment," "related services," assistive technology," and "other supplemental aids." The percentage of special populations benefiting by each element should at least be equal to their incidence in the total school population.

Integrated and Applied Curriculum:
The integration of academic and occupational education by designing curriculum which brings together related concepts, generalizations, contents and/or processes, combined with techniques that provide students with the opportunity to apply their knowledge and skills through authentic tasks.

Joint Technical Preparation Council:
The twelve member body required by Wisconsin law in each Wisconsin Technical College System district to coordinate the establishment of Tech Prep programs. Joint Technical Preparation Councils provide a framework for local implementation of Tech Prep initiatives.

Life/Work Development Model:
A conceptual structure PK-12 schools can use to organize learning experiences, reorganize curriculums, or restructure educational practices that would help students discover their interests, talents, and abilities and the "fields" or "environments" where these talents and abilities might best be employed.

Post secondary Educational Institution:
An institution of higher education (as defined in section 481 of the Higher Education Act of 1965).

Secondary School:
A nonprofit day or residential school that provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12; and a Job Corps center under part B of title IV of the Job Training Partnership Act.

School-Based Learning:
A component of the School to Work Opportunities Act whcih in Wisconsin includes:

- assessment of student's academic and work readiness skills, which is integrated with career planning;
- career awareness and career exploration and counseling for all students (beginning no later than the 7th grade);
- selection by students of a career major no later than the beginning of the 11th grade
- curriculum articulation with post secondary education (technical and university);
- the use of integrated and applied curriculum in a school to work context;
- coordination with community services as needed to support all student populations in the school to work activities;
- data collecting and program evaluation

Special Populations:
Includes individuals with handicaps, educationally and economically disadvantaged programs designed to eliminate sex bias, and individuals in correctional institutions.

Students of Color:
A member of any of the following: 1) A Black, 2) A Hispanic, 3) An American Indian, 4) An Eskimo, 5) An Aleut, 6) A Native Hawaiian, 7) An Asian-Indian, or 8) A person of Asian-Pacific origin (Reference s. 560.036, Wis. Stats. - is the definition of "minority group member")

Tech Prep Consortium:
An association, consisting of a technical college district, the public school districts, CESAs and university system campus(es) within its boundaries, which is responsible for the development and implementation of regional Tech Prep initiatives.

Title II-C Carl Perkins K-12 Consortiums
The federal Carl Perkins Applied Technology Education Act requires local education agencies that do not qualify for a $15,000 allocation to form a consortium based on common need, such as the Tech Prep concept.

Transition Plan:
Transition components required in a student's Individualized Educational Program (IEP).

Wisconsin Learner Goals, Outcomes, and Assessment:
Wisconsin Act 269 provides for the broad-based development of state wide educational goals. Outcome statements make the goals more specific, requiring application of academic knowledge and processes. The assessment system is designed to measure key learner goals.

Wisconsin Student Assessment System (WSAS):
Refers to the tenth-grade portion of the Wisconsin Student Assessment System with its three components - knowledge and concepts, performance, and local portfolio assessment. As a result of performance on the assessments and based on objectively established standards, students will be identified as proficient or nonproficient. Statewide tenth grade assessment data, together with additional, locally specified information, will serve as the basis for making decisions about student's readiness to pursue various post-tenth grade options. The state requirement is that schools and districts be explicit about the local standards and criteria on which decisions are made.

Work-Based Learning:
A component of the School to Work Opportunities Act which in Wisconsin includes:

- Wisconsin youth apprenticeship;
- other skill based school supervised paid work experience, such as co-op, JTPA-Work experience, JTPA-On-the-Job Training, or supportive employment, which is based on state and/or national skill standards, is relevant to the student's career major, which includes all aspectsof the industry, and which leads to a recognized state or national skill certificate;
- unpaid structured school supervised work experience, including volunteer work in the community, which relates to a student's career major;
- workplace mentoring;
- instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and
- data collecting and program evaluation

Appendix B

School-to-Work Leadership Group Members
November 1994

Blackhawk Technical College/CESA #2 Consortium

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Appendix C

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CESA #5
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Appendix D

Wisconsin Technical College System

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Appendix E

Acronyms

DPI	Department of Public Instruction
WTCS	Wisconsin Technical College System
WTCSB	Wisconsin Technical College System Board
Tech Prep	Technical Preparation
Title II-C	Title Two of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 outlines the primary uses of the funds made to each state for each fiscal year, for secondary, post secondary and adult education programs.
Title III-E	Title Three of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorizes funding for special programs. Separate programs are included in this title but only three are funded and state administered. Tech Prep funding is one of the three.
CESA	Cooperative Educational Service Agency
LVEC	Local Vocational Education Coordinator
TPSMT	Tech Prep State Management Team
RFP	Request for Proposals
STWLG	School-to-Work Leadership Group
PIC	Private Industry Council
E4E	Education for Employment
JTPA	Job Training Partnership Act
FY '96	Fiscal Year 1996 (7/1/95 through 6/30/96)
A.D.	Associate Degree
SDA	Service Delivery Areas are the geographic area for which a JTPA Private Industry Council has responsibility.

Appendix F

Sample Tech Prep Title III Project Narrative Format
(Resource Document)

GOALS AND OBJECTIVES

GOAL 1: Coordinate the development of comprehensive, competency-based and applied/integrated curriculum that will begin in grades 9 through 12 and continue through two years of programs

A. PROGRESS TO DATE/ANTICIPATED	
1. Progress to Date - 1991-94	A. Sponsored Applied Institute for 125 secondary and post-secondary faculty on contextual learning and applied academics (scheduled for June 1994). B. Developed and distributed clearly defined processes for articulation: 1) Advanced Standing - Executive, Curricular and Student Agreements 2) Technical College Credit - Contractual Agreement C. Developed and distributed competency-based curricula in the following areas: 1) Business - 20 courses in 4 sub-cluster areas 2) Industrial Technologies - 12 courses in 5 sub-cluster areas 3) Agriculture - 2 courses in 1 sub-cluster area 4) Home Economics - 5 courses in 3 sub-cluster areas 5) Human Services - 7 courses in 5 sub-cluster areas D. Hosted Regional Curricular Focus Sessions for each occupational division.
2. Progress Anticipated Midyear 1994-95	A. Host Contextual Learning Conference. B. Continue the articulation process in Health Prep and Health careers. C. Demonstrate WIDS software with consortia schools. D. Establish General Education Task Force.
3. Progress Anticipated Year-End 1994-95	A. Assemble a Booklet of Authentic Tasks and develop a follow-up Implementation Plan B. Establish 180 articulation agreements with 31 schools encompassing all occupational areas. C. Pilot five implementation sites using WIDS software. D. Establish policies and procedures on the role of General Education in the School-to-Work Initiative.

GOAL 1

Objectives	Activities	Products/ Deliverables	Person(s) Responsible
1.1 Train a cadre of secondary and postsecondary teachers who are knowledgeable of the Wisconsin Target and Tasks Model and Contextual Learning.	1.1a Assemble a Planning & Implementation Subcommittee to plan a Contextual Learning Conference in conjunction with Stout Conference participants. 1.1b Host the Contextual Learning Conference featuring • Learning/Teaching Styles • Contextual Learning • Applied Academics • Targets & Tasks Model 1.1c Through a series of activities, conference participants will develop authentic tasks for classroom use. Tasks will be compiled into a booklet and distributed to Consortium schools. 1.1d Formulate follow-up implementation plan for curriculum integration at the high school level. 1.1e Evaluation of the conference will be completed.	• Increased awareness of Contextual Learning and Targets and Tasks Model. • Skill in developing authentic tasks. • Booklet of authentic tasks • Implementation Plan • Evaluation Summary	• Planning & Implementation Subcommittee • School-to-Work Coordinator • School-to-Work Specialists • Stout Participants • Faculty

Reference: Western Wisconsin School-to-Work Consortium

Sample Budget Summary

Fiscal Agent _____

Budget Category	Col. 1 Federal Funds Requested		Col. 2
	Basic Grant	Formula Allocation	Total
SALARIES			$88,440
1. Tech Prep curriculum specialist** (50% time)	$12,000		
a. Fringe benefits @ 32%	3,840		
2. Teacher stipends ($80/day x #teachers x #Curr. dev. workshops)			
—Technical College $80 x 15 x 10	12,000		
—9-12 $80 x 15 x 10	12,000		
a. Fringe benefits @ 32%	7,680		
3. Tech Prep Coordinator (30% time)	15,000		
a. Fringe benefits @ 32%	4,800		
4. Counselor stipends ($80/day x #counselors x #workshops)			
—Technical College $80 x 20 x5		$8,000	
—9-12 $80 x 20 x 5		8,000	
a. Fringe Benefits @32%		5,120	
CONTRACTUAL SERVICES			2,500
Consultant fees/expenses (special needs expert—3 days plus speaking)		2,500	
MATERIALS/SUPPLIES			3,900
Telephone ($50/month)	600		
Printing ($150/month)	1,800		
Purchase curriculum material		1,500	
Video tape—Tech Prep			
TRAVEL			1,650
State-called meetings (4)		600	
Project travel (curriculum or staff dev.) 5,000 miles @ $.21/mile		1,050	
OTHER RELATED			8,022
In-service Luncheon (40 x $7.00)	280		
Indirect Costs @8%		7,742	
TOTAL	**$75,000**	**$34,512**	**$109,512**

**A curriculum specialist position description must be included with the Title III E application when funds are requested.

Wisconsin Technical College

Sample Project Timeline

Timeline

Objective	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1.1		X----------										X
1.2				X----------								X
1.3					X							
1.4					X----------							X
1.5						X----------						X

Wisconsin Technical College

Sample Project Evaluation

Evaluation

Outcomes of each activity will be measured against the initial activity. The measurement and documentation of increased students entering a Tech Prep curriculum. In activities in which career academic counseling is provided, interview sheets are completed. In cases of counseling services to the handicapped and special populations, a folder will be maintained to document each individual's outcomes and services. Information will include counseling notes, assessment and/or evaluation results and individual's plan for career development.

The Special Needs Advisory Committee met March 15, 1994 to review current services and the WTC three-year Special Populations Services Plan. Representation on the committee includes WTC staff who work with special populations, community agencies/businesses who link with special populations, and members/parents of special populations. The Special Populations Advisory Committee will meet twice a year to review progress and have input on future provision of services to special populations.

The long term success of this project will be based on the accomplishment of the goals established in the performance indicators and will be evaluated by comparing the baseline data with annual gains to show improvement in student outcomes.